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The Semi (01-13-2003)

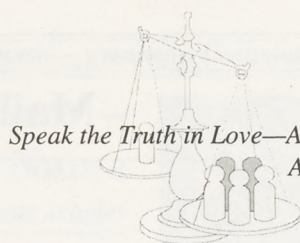
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the SEMI - Week Two - January 13-17 - Winter 2003 - Fuller Theological Seminary - www.fuller.edu/student_life/SEMI/semi.html

Seminary Success and Accreditation

by Dr. Sherwood Lingenfelter

Over the past five years, the Senior Commission of the Western Association of Schools and Colleges (WASC) has completely restructured their accreditation requirements to focus on educational effectiveness. Fuller is accredited by WASC and has participated in the articulation of these new standards and in their implementation to help all institutions in this region become more effective.

The new WASC standards emphasize two core commitments. The institution shall (1) have "clear purposes, high levels of institutional integrity, physical stability, and organizational structures to fulfill its purposes," and (2) demonstrate clear and appropriate educational objectives and designs that assure student learning appropriate for the degree or certificate awarded.

Two years ago, the Association of Theological Schools and WASC sent a joint team of academic colleagues to Fuller to evaluate its effectiveness according to the accreditation standards of each agency. After the visit, the WASC Commission decided to defer the reaffirmation of Fuller's accreditation until the institution addressed four areas of concern. Those four issues included

- inadequate institutional planning;
- deficiency of library resources and library space;
- overreliance on endowment to offset expenses;
- lack of attention to developing appropriate measures to determine the effectiveness of educational programs.

During the past two years, Fuller faculty, staff, and administration have committed themselves to addressing the concerns raised by the WASC Commission. On October 2, 2002, Fuller submitted a Special Visit Report to WASC that detailed Fuller's response to these concerns. On

continued on page 6

Is Fuller Successful?

by Tess Chai

We measure success all the time. If the bread rises, we've been successful bakers; if the gas gauge goes up and our car runs, we've succeeded in fueling our car; if the furniture fits, we've been good interior designers. It's easy to measure the measurable, but it's harder to measure matters in which we do not have fixed, tangible outcomes. That's why it's challenging to measure the success of theological education. However, I am going to suggest several ways to measure the success of a seminary from a student's perspective.

1. Reputation. The best advertisement a school can have is from its own graduates. Students' seminary experiences and what they say about them affect others who may be considering attending. Good experiences breed good reports, and the reverse is true as well. The school's reputation in the broader church is also important. Some of us have come to Fuller despite strong objections from some of our church leaders.

2. Location. A seminary's location either adds to or detracts from its success. Like any business, a store located on prime land often thrives. A prospective student from Baton Rouge told me, "It will cost my family three times as much to live in Pasadena as it costs us to live here, but if Fuller is the best seminary for us, we are willing to make the adjustment and scale down our lifestyle." Fuller is very strategically located in Southern California, in Los Angeles County, and in the heart of Pasadena. The weather is great, the setting is urban, and the seminary can be a witness in the middle of a busy city.

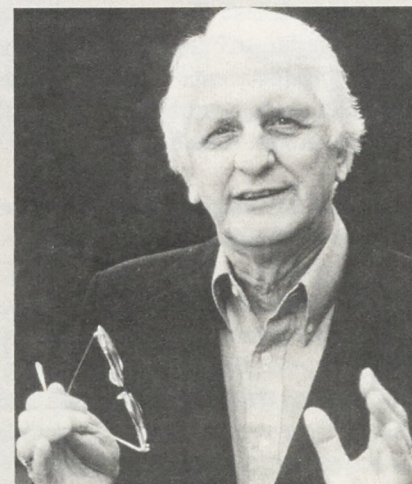
3. Facilities. A seminary's success is often measured by its facilities. Students look for the best library, smart classrooms, up-to-date audiovisual facilities, good recreation facilities, and even a decent cafeteria. Yet the true measure of success is not just on site—even more important than its external, physical features is the extent of its global reach.

continued on page 4

Remembering Professor

Lewis Smedes (1921-2002)

adapted from Office of Public Relations press release



Lewis B. Smedes, professor emeritus of theology and ethics and best-selling author of more than 15 books, died Thursday, December 19, after falling while putting up Christmas decorations at his home in nearby Sierra Madre. He was 81.

"With the passing of my dear friend Lewis Smedes, Fuller Seminary has lost one of its great faculty leaders," said President Richard J. Mouw. "An influential interpreter of our kind of open evangelicalism, he embodied a unique blend of intellectual rigor, pastoral warmth, and eloquent expression. More than one of his former students has said that while his class lectures were unforgettable, it was worth coming to class just to hear his opening prayer."

Dr. Smedes was visiting professor of philosophy of religion at Fuller from 1968 to 1970, when he was invited to join the faculty as chair of theology and ethics. In 1990, he accepted the chair of integration of psychology and theology in the SOP, where he served until retiring in 1995.

The Fuller community holds in prayer his wife, Doris; three children, Cathy, Charles, and John; and two grandchildren. Memorial gifts may be sent to Child SHARE, 1544 W. Glenoaks Boulevard, Glendale, California 91201.



Mailbox

Fuller's New Logo: A Faulty Design?

Given Fuller's current financial state, I have to question the use of funds for the new logo design. After the forum to present the new design to staff and faculty several months ago, the feedback that I heard was overwhelmingly negative. Recently, my office received a delivery of the new letterhead stationery and again I heard the same reaction. The paper seems badly planned, will be harder to print on, and quite frankly, is ugly.

So I have two questions. First, rather than being presented with a finished product, could the Fuller community have been offered several alternative designs to choose from earlier in the process? This would at least ensure that the money was spent on something that was popular at Fuller. Second, how many people who actually have to use the redesigned products had a say in the design? The layout and design of my office's paper, for example, could have been made much more effective and easier to use with some simple input from the staff.

Simon Reeve-Parker (SOT, MAT grad, and SOP staff)
sop-facultysec1@dept.fuller.edu



Upcoming Chapel Events

Martin Luther King, Jr. Day Celebrations

MLK events are sponsored by the African American Church Studies Program

Wednesday, January 15

Dr. William Turner, Jr., pastor of New Revelation Missionary Baptist Church in Pasadena, will speak at this special Martin Luther King, Jr. Day service on "The Ultimate Measure of Humanity." During his 35 years as pastor, Dr. Turner has worked closely with the local community and is a highly respected community leader. The New Revelation choir will provide special music. A reception will be held from 11:30 a.m. to 1 p.m. in the east and middle parlors of First Congregational Church. Students will have the opportunity to meet members of Interdenominational Ministerial Alliance (IMA), greater Pasadena's interracial ministerial group.

Thursday, January 16

Dr. J. Alfred Smith, Sr., senior pastor of Allen Temple Baptist Church in Oakland and professor for Fuller's African American Leadership Cohort D.Min. program, will continue the theme, "The Ultimate Measure of Humanity." Smith is a highly respected lecturer and the author of 16 books. Liz Spraggins, M.Div. student and Fuller employee, will provide special music.



Left: Dr. J. Alfred Smith, Sr. and his wife
 JoAnna Goodwin Smith.

A Martin Luther King Jr. banquet will be held from 6 p.m. to 9 p.m. on Thursday evening in Payton 101 to raise funds for the Martin Luther King Jr. Scholarship Fund. The suggested donation is \$10 per plate for students and \$25 per plate for general admission. Special music will be provided by the New Revelation Missionary Baptist Church Youth Choir. Tickets are available at the African American Church Studies Program Office. For more information or to RSVP, call 584-5679 or 583-5591.

Wednesday, January 22

Mickie Choi, interim executive presbyter at Hanmi Presbytery, will speak about "God Who Doesn't Forget Our Faithful Work."

Thursday, January 23

Gershon Mwiti, SOT Ph.D. student and former director of African Enterprise/Kenya, will present "The King's Business Requires Haste."



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DEAN OF STUDENTS Ruth Vuong
 MANAGING EDITOR Carmen Valdés
 EDITOR Leslie Hawthorne Klingler
 semi-editor@dept.fuller.edu
 PRODUCTION EDITOR Deepa R. Joseph
 semi-ads@dept.fuller.edu

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Letters to the Editor: The SEMI welcomes brief responses to previous articles and commentaries on issues relevant to the Fuller community. All submissions must include the author's name and contact information and are subject to editing for style and length.

Announcements: Notices may be submitted to semi-ads@dept.fuller.edu or the SEMI Office on the 2nd floor of Kreysler Hall above the Catalyst. They must be submitted by the deadlines printed below and not exceed 35 words.

Advertisements: Notices for events not directly sponsored by a Fuller department, office, or organization will be printed in the "Ads" section and charged per word. All requests should be made through the Production Editor at semi-ads@dept.fuller.edu

Submission Deadlines:

Week 4:	January 15
Week 5:	January 22
Week 6:	January 29

Speak the Truth in Love— And Sign Your Name

by Jeannette Scholer

Fuller course evaluations are an important means for students to give feedback about their experience in classes. I enthusiastically support the use of course evaluations because I know how much faculty value students' opinions about the many areas identified in the forms. Professors spend a lot of time designing courses and reflecting on every class they teach, and they are eager to improve what they do. Student feedback is taken very seriously. But one thing bothers me—the anonymity of our system.

Whenever I fill out an evaluation at a workshop or event, I sign my name before I write anything on the sheet. It's a way of helping me focus on saying what I have to say, positive or negative, in such a way that I will not be ashamed to have my name associated with the remarks. It's a practice I'd like to encourage students to think about as they complete course evaluations.

As a school preparing Christian leaders, we need to help students develop skills in communicating evaluation. In whatever calling they fulfill after leaving Fuller, every student will face the challenge of giving both positive and negative feedback to people with whom they work—employees, volunteers, colleagues, and

**every student will face the
challenge of giving both positive
and negative feedback to people
with whom they work**

even supervisors. Signing one's name and writing evaluations that cause no regret or embarrassment for how one has expressed opinions is a wonderfully practical way to develop skills of "speaking the truth in love."

Signing course evaluations would engender accountability on the part of both students and teachers and give the evaluations greater viability. Faculty then would have the opportunity to receive students' suggestions and critiques with consideration for the source. If a suggestion or criticism came from a student who was regular in class attendance, well prepared, and an active participant, the professor could value it accordingly. He or she would be able to seek growth and benefit other students by engaging in a process of clarification and discussion. Think of the usefulness of this model for pastoral relations in a church!

In response to concerns about possible retribution from faculty—I believe this is an overblown worry, and faculty do not see course evaluations until after they submit grades. My challenge to students for open communication and feedback is also a challenge to faculty not to betray students' trust.

The fact that *Time* magazine chose three whistleblowers for their "Persons of the Year" for 2002 points to our society's need for people who base their actions on a genuine concern for truth and a commitment to doing what is right—even when the consequences may be difficult. Signing your name to course evaluations is one way to help yourself develop the skills of truthful and gracious evaluation and communication.

Jeannette F. Scholer is the director of Academic Programs in the SOT.



Artists and Theologians

by Lori Ann Gossert

What sort of class has students dancing to the *Prince of Egypt* soundtrack and designing a Fuller chapel? *Worship and the Performing Arts!* The class, taught by artist-in-residence Todd Farley, fulfills a requirement for the new degree programs sponsored by the Brehm Center.

Offered for the first time last quarter, the class consisted of ten students including musicians, worship leaders and a full-time pastor. We spent ten weeks studying art history and theology and experimenting with various forms of performing arts. Half of our class time was lecture and discussion and included topics such as the writings of Lucian and Tertullian. After break, we pushed chairs out of the way for a taste of mime, dance, drama and music.

Worship and the Performing Arts was designed to help students establish a theological paradigm for using the arts in today's church. In the class we familiarized ourselves with the use of the performing arts in ministry and studied the performative aspects of worship. We grappled with issues such as entertainment, excellence, and sin in the arts. We sought to find the place where arts express God's truth and are more than just a sideshow in ministry.

As a culmination of our learning, we designed and produced an Advent celebration chapel at the end of Fall Quarter. Todd guided and encouraged us to bring our talents to the table—each person was utilized and stretched. Joannah Glaeser wrote two songs; Leah Gallardo created a video presentation; Rachel McPherson and Andrea Williams contributed their musical gifts; Zachary Kintner and Desiree Ocampo offered their talent in drama and dance; and Helen Lim, Sheree Violon, Scott Kim, and I explored new realms in drama and puppetry.

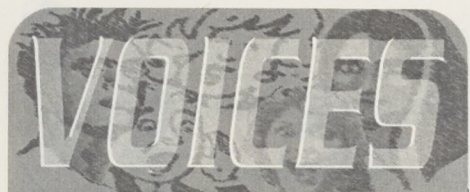
The Fuller Vocal Ensemble and Mimeistry students also participated—more than forty faculty, staff, and students were involved in the service!

The chapel, aptly titled "Awakenings," began with the cry of humanity for help, hope, and a Savior and moved into a traditional Christmas drama performed in untraditional ways. Chapel attendees experienced vocal and instrumental music, drama, dance, video, puppetry, sign language, flags, mime, and reader's theatre and participated in responsive reading and song. The central message was that God brings life out of barrenness and calls us to rejoice in that truth.

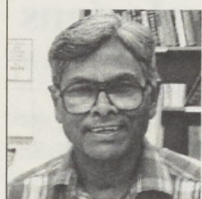
Ten weeks and one spectacular chapel later, the members of the class are one step closer to being, in Todd Farley's words, "both artists and theologians."

Lori Ann Gossert is a first year MAT, Theology and the Arts (SOT) student planning to teach biblical foundations for arts ministries to churches and Christian arts teams.





How do you measure the success of a seminary?



B.J. Dabhade
Staff, McAlister Library

The success of a seminary is found in how much its student body is prepared to serve with wisdom, love, and sacrifice.

Karen Jorgenson Murphy
SOT, MAT

A successful seminary should foster love toward God and neighbor and effectively equip its graduates for ministry.



Gladys Mwit
SOP, Ph.D. Clinical Psychology

The success of a seminary is measured by its fruit: the impact made by graduates who pass through here—not only how well they are able to establish powerful transformational ministries but also how they live while doing so and how they finish the race. In essence, what legacies they leave behind and what type of eulogies they write with their lives.

Brian McNutt
SOT, M.Div.

Whether or not my life has become more configured to the person of Jesus Christ, and if others experience the depths of the reality of God's kingdom as a result of interacting with me.



Back of the Pack Success

by Gary Purtee

What is success, particularly when it comes to sports? Is it winning the game or getting first place in the race? Can it mean having a good attitude or good sportsmanship? Or is it finding a way to encourage your opponents, teammates, and officials?

I no longer judge my success by the number of hours, minutes, and seconds it takes me to finish a race. Rather, I ask myself, "Was I able to encourage someone else to be able to finish?" John "The Penguin" Bingham from *Runner's World* magazine says, "The miracle isn't that I finished . . . The miracle is that I had the courage to start."

On November 3, I started my seventh Half-Ironman distance triathlon, the San Diego Triathlon Challenge (1.2 mile swim, 56 mile bike, and 13.1 mile run). I was under-trained and heavier than I had been when I completed the same race last year. My initial goal had been to better last year's finishing time, but at that point I was simply grateful to have made it to the starting line. On the line with me were numerous fellow triathletes, some with amputated legs or arms, some blind, and others guiding the

challenged athletes. I felt privileged to be with them.

I felt great during the 1.2 mile swim at La Jolla Cove and even achieved my fastest time ever. Then the biking portion took me on a beautiful, challenging tour of north San Diego County. I was inspired by guys out there on their hand cycles. I thought it was rough on my legs, but these guys climbed the hills by turning the pedals with their hands and arms. The run was the toughest part, but I was encouraged by others on the course and by people in cars honking as they passed me along the way—especially by a gal with an ailment causing terrible stiffness in her body. I made sure to give and receive a high five from her.

It was a tough and beautiful day. I prayed a lot, mostly thanking God for his creation and for giving me the body and the desire to participate in the event. Cheers from the crowd encouraged and inspired me to keep going and assured me that I could and would finish.

I was able to finish the race in 8 hours, 10 minutes and 31 seconds—more than an hour slower than last year's time. But all things considered, I'd say it was a successful day.



Gary Purtee is program coordinator for Field Education.

Success of a Seminary - Continued from page 1

4. Faculty and staff. A seminary's success is measured by the quality of the people who work there. Great names attract students. Many students will come to study with scholars whose work shapes their field's theory and practice. Even though "publish or perish" may seem harsh, a publishing faculty is necessary to promote a seminary. Staff is important too—good customer service adds to the success of a seminary.

5. Spirituality. A successful seminary is prayerful, willing to challenge demonic forces, and mission-minded. It rightly handles the Word of God with a prophetic voice and is on the cutting edge of world affairs. It shows compassion to the poor, actively reaches out to its neighbors, and reflects Jesus to those in need of him. Trustees, administrators, faculty, staff and students seek after God and strive to do God's will.

So is Fuller a successful seminary? Well, yes and no. Yes, in that it is well known and highly respected. No, because there are still areas needing improvement. The need to improve will always exist if Fuller continues to seek to be successful. A seminary that becomes complacent loses its edge.

I'm glad Fuller is not the perfect seminary—if it were, my presence would have made it imperfect anyway. Instead, as Dr. Mouw has noted, Fuller is "a restless seminary" constantly seeking to re-invent itself and forge ahead in this fast-paced 21st century world in which we are called to be salt and light.



Tess Chai is ASC president and a Ph.D. student (SWM).

Grading Fuller

by Howard Wilson

For most of the 20th century, the higher education accreditation watchword was *capacity*—does the institution have the ability to deliver what it promises? Accreditation standards included questions such as, “How many books are in the library?” and, “How many faculty have earned doctorates?” In the 1990s, the emphasis shifted toward *assessment*, with questions like “How do you know that you’re doing what you say you’re doing?” and “Can your graduates really do what they were trained to do?”

The movement toward assessment began with American quality control guru Edwards Deming, who insisted that organizations should constantly measure their output and monitor it for quality. After U.S. manufacturers turned him away, Deming introduced statistical sampling techniques in Japan and revolutionized that country’s post-World War II manufacturing.

One of the principles of assessment is “If it moves, measure it.” We need to have concrete information in order to make strategic and tactical decisions.

In the 1980s, management theorists like Peter Senge of MIT developed the idea of “the learning organization,” an organization always thinking about how to improve. Malcolm Baldrige, Ronald Reagan’s Secretary of Commerce, successfully applied assessment processes to the federal government. The Baldrige Award program was initiated to recognize particularly effective organizations. Today many educational institutions are striving to become recipients of the Award, which is earned through a rigorous assessment process.

In a recent accreditation review with the Association of Theological Schools (ATS) and the Western Association of Schools and Colleges (WASC), Fuller was gently encouraged to do a better job of assessment. For the past two years, I have been working on projects to help Fuller better understand our students and their concerns.

One of the principles of assessment is “If it moves, measure it.” We need to have concrete information in order to make strategic and tactical decisions. It’s better to know

It’s better to know that “45.8 percent of students think that the library needs longer hours,” rather than “some students are unhappy about the library.”

that “45.8 percent of students think that the library needs longer hours,” rather than “some students are unhappy about the library.” To help do this, we have initiated three major surveys of the Fuller student body.

First, we ask all entering students to complete the ATS Entering Student Questionnaire (ESQ). This helps us learn more about entering students and their expectations for theological education. For example, we’ve learned that more and more students are coming from non-denominational backgrounds.

Second, we ask all students to complete the Adult Student Priorities Survey (ASPS) each year. This survey looks at many different aspects of the educational experience and asks two questions about each area: How important it is to you? and, How satisfied are you with Fuller’s performance in this area?

Finally, we ask all graduating students to complete the ATS Graduating Student Questionnaire (GSQ) about their experience in their degree program as well as how their thinking may have changed in the course of their studies. One thing we’ve learned is that more students become Presbyterians at Fuller and fewer leave as Baptists.

Three critical factors make this assessment process effective. First, we need high student participation to make the surveys representative and accurate. Second, we need to use this information. These surveys are beginning to generate a mass of data, and one

continued on page 6



How do you measure the success of a seminary?



Dr. Eddie Gibbs
SOT Faculty,
excerpt from
*ChurchNext:
Quantum Changes
in How We Do
Ministry* (InterVarsity

Press, 2000)

The task of the seminary is to work alongside churches to assist in resourcing them for their manifold ministries in diverse missionary situations in a rapidly changing world. While establishing a symbiotic relationship, each must also maintain its distinctive contribution to the training process, providing a challenge to the other. The church calls for relevance, while the seminary emphasizes the need for theological integrity and critical evaluation. When they covenant to work closely together, they are able to sharpen one another and hold each other accountable. . . . By what criteria is the value of theological education to be measured? One way is to consider it in terms of access to the potential job market. A Master of Divinity or a professionally equivalent degree from a prestigious seminary can open doors of opportunity. Yet this educational advantage is far less true in today’s job market, in which churches are looking for experience, character, competence and agreement on key doctrinal issues. A more faithful measure of value in education is to assess its adequacy in training leaders to face the issues and pressures encountered in ministry in the world today. In this regard the level of concern begins to rise because many recent graduates confess that they do not feel equipped for the challenges they face. . . . [Intrigued? Read the book!]

Accreditation - Continued from page 1

December 4 to 6, 2002, WASC sent a team to review Fuller's efforts and to make a recommendation to the commission regarding the reaffirmation of Fuller's accreditation.

The team's exit report on December 6 affirmed many of Fuller's recent achievements. The following are some of the most important actions:

- The Board of Trustees adopted a strategic plan for the seminary in June 2002.
- A five-year calendar of project initiatives related to the strategic plan has been approved and is being implemented.
- A capital campaign was approved by the trustees in March 2002. At the same time, the trustees committed to raising \$35 million of the \$78 million campaign from among its membership.
- David Bundy, the new associate provost for library services, and the library staff have made exceptional progress in restructuring library space, assessing our resource needs, and rethinking library services for faculty and students.
- One of our most important initiatives is our response to the WASC commission's concerns about evaluating our educational effectiveness. Dr. Howard Loewen, SOT dean, led a task force to coordinate a seminary-wide effort to identify learning outcomes

One of our most important initiatives is our response to the WASC commission's concerns about evaluating our educational effectiveness.

for each program, assist faculty in thinking through the issues of measuring those outcomes, and explore the effectiveness of our programs in equipping people for the manifold ministries of Christ. This planning process is the first step in a longer process of evaluating our effectiveness, learning from feedback from our graduates, and adapting and adjusting our programs to better serve the men and women who come to study at Fuller.

The goal of WASC accreditation is to assist institutions in becoming learning organizations. We believe we have made significant progress in clarifying Fuller's vision, reorganizing ourselves to better serve our programs and faculty, and developing processes that provide evaluation and feedback from all of our

constituencies to help us become a more effective and successful learning organization. The impact of these changes will become increasingly evident over the next three to five years as we implement the capital, leadership, and budget initiatives of the strategic plan. We will be addressing many of the significant concerns raised by members of our faculty, staff, and students in the strategic planning process.

Dr. Sherwood Lingenfelter is provost and senior vice president.



Grading Fuller - Continued from page 5

of our challenges is to exegete and use it. (We have already incorporated some of last year's ASPS results into our planning. For example, last year students told us they were very concerned about the availability and quality of housing, which encouraged us to spend a great deal of time working on our new housing project.) Third, we need to make data available. None of the results are secret; anyone is welcome to drop by our office and look at the results from the last two years' surveys.

When I was a seminary student, shortly after dinosaurs ceased roaming the earth, I always looked forward to getting the results of my papers and exams. I sometimes received papers with a simple letter grade and no comments at all. I found that frustrating because it didn't help me become a better student. I appreciated professors and TA's who took the time to write annotations that helped me know how to improve. Similarly, we need grades and comments on our exam papers to help us be the best seminary we can be. Please help us make Fuller a better place for students by participating in the surveys as they come along.

I always welcome constructive comments from students in any form—e-mail, letter. . . anything but a brick through my window. I can't promise to fix each problem immediately, but I can promise to keep them in front of the administration as we plan.

Howard Wilson is vice president of Student Life and Enrollment Services. His grades in seminary were generally good but could have been better.



Our judges invite you to:

Preach the Word

AWARDS: 1ST—\$2,000 • 2ND—\$1,000 • 3RD—\$500

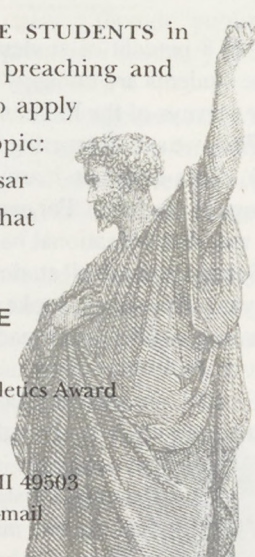
SEMINARIANS AND GRADUATE STUDENTS in degree programs preparing for preaching and teaching ministries are invited to apply for awards on the sermon topic: Matthew 22:15–22 ("give to Caesar what is Caesar's; and to God what is God's")

MARCH 15, 2003 DEADLINE



ACTON
INSTITUTE

2003 Acton Institute Homiletics Award
c/o Mr. Clint Green
161 Ottawa Avenue N.W.,
Suite 301, Grand Rapids, MI 49503
Phone 1-800-345-2286 or e-mail
awards@acton.org



WWW.ACTON.ORG FOR DETAILS

Double For Your Trouble in 2003:

Student Satisfaction Survey

by Colin Adams

Once again it's student satisfaction survey time at Fuller—and this year you may get double for your trouble. The 2003 incentive prizes for participating in the survey are twice the value of last year's prizes. How does a free four-unit course sound? These great prizes indicate just how much we value your opinions. Students who complete the survey between January 17 and February 9 will be entered automatically into a drawing for the following prizes:

- Grand Prize: One four-unit MA level class valued at \$884 (or its equivalent in tuition credit)
Other Prizes: Four one-unit courses valued at \$210
Two \$100 gift certificates from the Fuller Bookstore
One \$50 gift certificate from the Fuller Bookstore

This is for real! Prize winners last spring were:

Todd Tuggle, Carsten Seiler, Chad Becker, Timothy Hibschan—one-unit course valued at \$210
Charalambos Kyriacou, Ayame Udagama—\$100 gift certificate from the Fuller Bookstore
Mary Nelson, Joy Dejong—\$50 gift certificate from the Fuller Bookstore
Penelope Marcus, Michelle Stabler-Havener—Crested item from the Fuller Bookstore

On January 17 you will receive a letter from Howard Wilson, vice president for Student Life and Enrollment Services, explaining how to complete this online survey. If you need access to the Internet, you may complete the survey on the computers in the Computer Lab, Career Services, Hispanic Studies, ESL Lab, SOP student lounge, or on the first floor of the Library. The drawing for the prizes will take place in the SEMI Office on February 28. Good luck!

The PGU, S WM-GU & TGU Pre sent ...

The All GU Progressive Dinner

Friday, January 17
5:20 PM starting in
The Psychology Parking Lot

3 Schools, 3 Stops, 3 Dollars,
1 Amazing meal & Many memories

Come for an evening of laughs food
and school spirit at a seminary wide
progressive dinner hosted by the
three schools. It only costs \$3 so get
a ticket before they're gone.

Hosted by Deans & Company

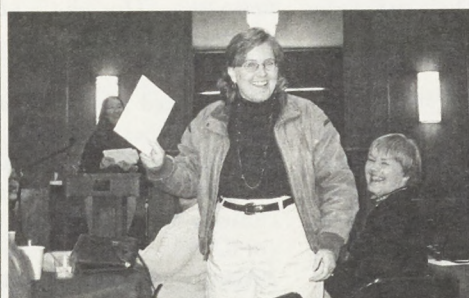
Psychology: Soup & Appetizers @ Winston Gooden's
Theology: Main Course with Howard Loewen
World Mission: Dessert @ Sherwood Lingenfelter's

Tickets Available starting Tues, Jan

7 at: The ASC Office, School of Psychology
Front Desk, The TGU Book Sale, The PGU Book
Sale or call (626) 304-3764.

(First 50 people get to ride on the Fuller Party Bus!)

Fuller Life



Left: Katie Price-Foster
at the SLS Christmas
party (Cassie Blair and
Ruth Vuong in the
background)

Right:
A longstanding
tradition—
Fuller students
gather at the
corner of
Oakland and
Colorado to
watch the
annual Rose
Parade.



Left: New students
KristiAnne Hough and
Grace Bae at Orientation.
Welcome!

Campus Events and Announcements

Come one, Come all to the Residential Community Story Time Soirée!

Wednesday, January 22, 3:30-5:00p.m.

We welcome you to participate in reading and story activities geared for early elementary school kids. The event takes place at Koinonia Community Life Center. Call Krystal White 844-0012 for more information.

Marguerite Shuster Professorial Inaugural Lecture

Tuesday, February 11, 2003, 10-10:45 a.m. in Travis Auditorium. Marguerite Shuster, Professor of Preaching, will give her professorial inaugural lecture entitled "What Will Last?" All are invited to attend. Reception immediately following. For more information contact the School of Theology Dean's Office at 584-5300, or theology@fuller.edu

New Testament Colloquium

Wednesday, February 12, 7:30-9:00p.m.

"Endings: The Evangelists' Invitation to Discipleship"

Thursday, February 13, 1:00-3:00 p.m.

"Who died for our sins, and was raised for our acquittal" (Romans 4:25): Paul's Understanding of the Death of Christ"

Both Lectures in Payton 101. Morna Hooker, Lady Margaret's Professor of Divinity Emerita

University of Cambridge, is lecturer for the 2003 New Testament Colloquium. Lectures open to the public. No reservations required. Sponsored by the School of Theology (584-5300; theology@fuller.edu).

Are You Open to God's Call to Missions in Europe? A recruiter, from Alongside Ministries International, will be on campus during the Missions Fair Jan 22-23. To set up an interview, please email mgilchrist@alongside.org or call Margie Gilchrist at 907-250-5703 or stop by our table.

SUPPORT - the Bible Study, fellowship and support group, just for student wives. AM group - every Wednesday, 9:15-11:30a.m., Pasadena Presbyterian Church, 3rd floor. Childcare is provided for children 0-5 years. Leader is Kathleen Hart. For more information, contact Sharon at 585-9416. PM group - every Thursday, 7-9p.m., Koinonia Community Life Center. No childcare available. Leader is Patty Frey. For more information, contact Patty at 796-7487 or 584-5594 (day).

Course at Notre Dame on Desert Spirituality.

Join a Fuller delegation for a 3-week summer course on Desert Spirituality at Notre Dame to be taught by D.Burton-Christie (LMU). For info, email wil@fuller.edu.

Financial Aid

Apply on-line now for Financial Aid for 2003-2004!! Applications available at www.fuller.edu/finaid. Deadline February 21.

Rotary Scholarship for study abroad. Applications available in the Office of Financial Aid. Deadline February 1.

Other scholarship opportunities available on-line:

- www.finaid.org
- www.collegeboard.org
- www.collegenet.com
- www.collegequest.com
- www.college-scholarships.com
- www.blackexcel.org (for minorities)

Tell us What You Really Think

The Adult Student Priorities Survey (ASPS) is coming January 17 - February 9. Here's your opportunity to tell us what's important to you and how satisfied you are with Fuller. You'll receive an e-mail with a link that will allow you to take the survey on-line. Students who complete the survey will be automatically entered in a drawing for great prizes! If you have questions, call 584-5439 or 584-5433.

The Services section of the SEMI is for announcing services not offered by Fuller. Individuals are personally responsible for evaluating the quality and type of service before contracting or using it. The SEMI and Student Life and Services do not recommend or guarantee any of the services listed.

Services

COMPUTER PROBLEMS? Call Disk Doctor Computer Services! Fuller Student expertly diagnoses and repairs all computer problems in your home or office. We do upgrades and cassette tape to CD conversions too! Call Raj at 818-344-6494.

Rings, Diamonds and Things! Walter Zimmer Co. is a wholesale jewelry manufacturing, design and repair business founded in 1917 in downtown Los Angeles. Phone Walter's son Mel or his grandson Ken at 213-622-4510 for information. Because of our appreciation of Charles Fuller and the Seminary, we consider it a privilege to serve Fuller students. Mel is a longtime member of Glendale Presbyterian Church and is involved in prayer ministry there.

Do you need a car? SIDCO Auto Network serves churches, seminaries, colleges, and mission organizations. New or used cars. Any make or model. Serving the Christian community exclusively for 19 years. Call 1-800-429-KARS.

Psychology Research Problems Solved! Fuller SOP Ph.D. alumnus with 20 years experience as statistician for thesis or dissertation project consultations. Worked on hundreds of projects. Teaches graduate research courses. Designing "survivable" research proposals a specialty. Methods Chapter tune-ups. Survey development. Provides multivariate data analysis using SAS or SPSS. Statistical results explained in simple English! Assistance with statistical table creation and report write-up. Final oral defense preparation. Fuller community discounts. Call today for free telephone consultation. Tom Granoff, Ph.D. 310-640-8017. E-mail tgranoff@lmu.edu. Visa/Discover/MasterCard/AMEX accepted.

Positions Available

Experienced Administrative Assistant needed for excellent, dynamic, long-term Pasadena company. F/T/ Strong computer skills to include Word, Excel and QuickBooks. \$10-12/hour. Please fax resume to 351-6030.

Office Manager Needed. Looking for an office manager for Pasadena counseling office to work 30-40 hours/week. Bookkeeping, banking, light shipping, computer literate, typing. Fax resume to 564-1250 or call 449-2525 and press #.

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